

## EDUC10057 Wellbeing, Motivation and Performance

<b>Credit Points:</b>	12.5
<b>Level:</b>	1 (Undergraduate)
<b>Dates &amp; Locations:</b>	<p>2016, Parkville</p> <p>This subject commences in the following study period/s:            February, Parkville - Taught on campus.            Semester 1, Parkville - Taught on campus.            Pre-teaching period: During the pre-teaching period students will be required to complete readings and experiential exercises that will be provided via LMS.</p>
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Gavin Slempp, Ms Natalie Brain
<b>Contact:</b>	<p>February intensive availability: Natalie Brain (natalie.brain@unimelb.edu.au)</p> <p>Semester 1 availability: Gavin Slempp (gavin.slempp@unimelb.edu.au)</p>
<b>Subject Overview:</b>	<p>This subject explores the science of the factors that enable individuals to operate at the peak of their potential; including how to participate in more engaging activities, how to live healthier, be more resilient, have more satisfying relationships and lead more productive and fulfilling lives.</p> <p>The subject will explore teachable skills and pathways for cultivating wellbeing. Students will be exposed to a variety of disciplines including psychology, social science, education, philosophy, sports science, sociology, and organisational science.</p> <p>Students will learn about the historical and philosophical views of a life-well lived; the paradigm shift from problem-focused to strengths-based approaches; and the evolution of the view of the human, from passive stimulus-response beings to active, self-directed agents.</p> <p>Students will apply interventions that have been evaluated using the scientific method to increase their own wellbeing as well as the wellbeing of those around them.</p>
<b>Learning Outcomes:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li># Gain an interdisciplinary view of wellbeing.</li> <li># Think of ways this knowledge can be used to educate communities and society.</li> <li># Distinguish between problem-focused versus strengths-based approaches in education.</li> <li># Create innovative exercises designed to apply this knowledge through practice.</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: 1500-word assignment on wellbeing theories and general research methods, 35% Semester 1 availability, due mid-semester; Intensive availability, due

	by Monday after end of teaching 2500-word analysis of the student's experience applying this knowledge and research to every-day life, 65% Semester 1 availability, due end of semester; Intensive availability, due two weeks after the end of teaching This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Readings will be posted on the LMS.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ARTS">https://handbook.unimelb.edu.au/view/2016/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-BMED">https://handbook.unimelb.edu.au/view/2016/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-COM">https://handbook.unimelb.edu.au/view/2016/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENVS">https://handbook.unimelb.edu.au/view/2016/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-MUS">https://handbook.unimelb.edu.au/view/2016/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-SCI">https://handbook.unimelb.edu.au/view/2016/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENG">https://handbook.unimelb.edu.au/view/2016/B-ENG</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students will able to:</p> <ul style="list-style-type: none"> <li># expand analytical and cognitive skills through developing ways to apply research to education.</li> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning through exposure to theoretical frameworks across disciplines.</li> <li># be well-informed citizens able to contribute wherever they choose to live and work through knowledge of how to increase well-being and in turn, performance outcomes in their communities.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/positive_individuals,_organisations_and_communities#wellbeing">http://education.unimelb.edu.au/study_with_us/breadth/positive_individuals,_organisations_and_communities#wellbeing</a>
<b>Related Breadth Track(s):</b>	Positive individuals, organisations and communities